

1983

A Program Designed to Improve Listening Skills for Kindergarten

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Suggested Citation

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A Program Designed to Improve
Listening Skills for Kindergarten

by

Lynn Hester Human

A project submitted to the Department of
Elementary Education in partial
fulfillment of the requirements
for the degree of
Master of Elementary Education

UNIVERSITY OF NORTH FLORIDA

COLLEGE OF EDUCATION

December, 1983

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Abstract

Listening is an integral part of our daily lives. There are many skills involved in listening that need to be taught to students, beginning at the kindergarten level. Students need to understand the importance of listening and the need to communicate with others. Our society has become so visual in the past twenty-five years with new technology that many students are guilty of not being as attentive when listening is involved.

The purpose of this project is to examine the relationship between reading and listening and to develop a program to enhance listening skills in kindergarten. The Holt Basal Reading System, which is used in Clay County, Florida will be used in this study. A variety of listening skills and activities will be included.

This program was evaluated by two kindergarten teachers in Clay County. Both teachers rated the activities as motivating, effective, and useful.

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Introduction

There is more to listening than looking at a speaker and nodding your head every so often. All of us know the feeling of frustration of not being heard and all of us are guilty of not listening to others at times. It is likely that about half of what people say every day is heard and understood clearly. It is discouraging to realize that much of the time we do not hear what others are conveying to us and they are not getting our messages either (Alder & Towne, 1981 p. 213).

Even if we want to listen well, we often lack the skills of developing effective listening. Listening is not an activity that comes naturally, such as breathing, but an activity that involves several important steps. One simply doesn't just hear what a speaker says, but instead, listens and understands what the speaker is saying. Listening is an active process that involves both the speaker and listener.

One of the primary purposes of teaching is to encourage students to listen and to think for themselves so that they may learn to make intelligent decisions from the information that they gather from television, radio, movies, peers, teachers, parents, and other adults or children with whom they might come in contact. But how often do we hear our-

selves and other teachers complain of students who do not comprehend something because they are not listening? Can we attribute this poor listening to interest in new technology such as television, computers, and video games which focus on children's visual skills, or are we as teachers negligent for not emphasizing the importance of listening?

"America has better means of communication than any other nation on earth" (Alder & Towne, 1981, p 216). We are constantly developing new techniques for sound, pictures, and print. The only problem is that on the most basic level of communication- person-to-person, we are still in the dark ages; for everyone sends messages well enough but very few of us are receiving.

Problem Statement

The purpose of this project is to examine the relationship between listening and reading and to develop a program to enhance the listening skills of students in kindergarten in Clay County, Florida. In Clay County, Florida, the Holt Basic Reading System is used in all kindergarten classes. The main thrust of this system is reading comprehension and vocabulary. It has very little

emphasis on listening skills except in the area of auditory discrimination and auditory memory in the kindergarten level readers.

The Holt Basic Reading System, which is used in Clay County, Florida is an example of curricula which place little emphasis on listening. The following is a list of skills from the Teacher's Edition of the Holt Basal Reader for kindergarten.

Kindergarten (Level 1)

auditory discrimination
auditory memory
classifying
following directions
oral language
processing information
sensory perception
sequencing
(Kindergarten Teacher's Edition, Level 1. pp. 191-192).

Kindergarten (Level 2)

auditory discrimination
classifying
identifying and forming graphemes
oral language
phoneme/grapheme correspondence
processing information
sensory perception
sequencing
visual discrimination
vocabulary
(Kindergarten Teacher's Edition, Level 2. pp. 287-288).

If teachers are to help students attain listening skills, specified by the Clay County, Florida Language Arts Curriculum Guide, then there is definite need for a supplemental unit on listening activities. Even though the Holt Basic Reading System series does provide some ideas for teaching listening skills, there appears to be a need for supplemental activities for teachers to incorporate into their reading program to assist pupils in developing listening skills. The purpose of this project is to develop a curriculum designed to enrich listening skills for students in kindergarten so that they may become more effective listeners.

Rationale

Until recently many noted educators took the position that training in listening did not result in significant improvement in listening. They assumed that listening was a part of intelligence and therefore could not be improved. Supporting the position that listening can be enhanced is Austin (as cited in Lemons & Moore, 1960) who states that common elements are involved in both listening and reading. One reason so much poor listening exists is because most people fail to follow the important steps that lead to real understanding. Both listening and reading are aspects of communication and can be improved with practice.

Many recent studies show that listening is important and that the skills of listening and reading are closely related. Reading and listening are both viewed as receptive modes of the language arts. Because they appear to be related, many educators feel that training in reading should result in the improvement of listening, and, that training in listening should result in the improvement of reading. Austin (as cited in Lemons & Moore, 1960) concludes that teaching a listening skills program can improve reading and that a planned program in teaching skills in reading and listening would have merit. Kohls (as cited in Lemons & Moore, 1960) administered a daily ten-minute period of listening instruction to seventy-seven fourth grade students for twelve weeks in six different schools. Results showed a significant improvement in both listening and reading by the experimental group compared.

Other researchers, Anderson and Lapp, agree that reading and listening are closely related. Anderson and Lapp (as cited in Lemons & Moore, 1960) comment that in both reading and listening the unit of comprehension is either the phrase, the sentence, or the paragraph- rather than the single word, and that in order to improve reading, each listening skill should be followed by its reading

counterpart. Rubin(1975) comments that a person who does not do well in listening comprehension skills will usually not do well in reading comprehension skills. Help in one area usually enhances the other, because both reading and listening contain some important similar skills. All of the above studies show that listening is important and all researchers agree that the skills of listening and reading are closely related.

In recent years, teachers are becoming more aware of the importance of teaching listening skills as a basis of achievement in reading. However, few of these teachers are taught how to teach listening. They are also unaware of the three types of listening: appreciative, attentive, and critical(Donoghue, 1977).

It appears that increased attention should be given to teacher's training for developing students' listening skills in our classrooms since research has indicated that listening is an integral part of achievement in reading. As more teachers become aware of the importance of teaching listening skills they begin to ask, "How can we teach our students to become better listeners?"

While current curriculum materials include some listening skills and activities, they don't emphasize the importance of the skill of listening. Research has demonstrated

that listening can be taught and that improvement of listening will improve reading. It appears that teachers need to develop a listening program in their classrooms, starting with students in kindergarten. These skills need to be taught early and carried on through schooling and adulthood.

Definition of Terms

- Appreciative Listening: the ability to listen for enjoyment and creative response(Donoghue, 1977, p. 213).
- Attentive Listening: Listening that demands the attention of the listener to be focused on one person or electronic medium so that the listener can purposely respond either orally or in a written fashion(Donoghue, 1977, p. 215).
- Auditory Discrimination: the ability to differentiate between various sounds, including differences in direction, rhythm, volume, or tone. It is also used to describe the ability to perceive parts of a word and to identify them and produce those sounds in the proper order(Lapp & Flood, 1978, p. 759).
- Auditory Memory: the ability to recall and reproduce a number of sounds after hearing them only once(Lapp & Flood, 1978, p. 760).
- Cloze Procedure: a measurement of comprehension or readability in which a reading selection is given and certain words are deleted. The student must then insert the words to provide clozure, according to context clues(Lapp & Flood, 1978, p. 761).
- Correlation Coefficient: indicates the reliability of a test. The coefficient of correlation represents the relationship between two specific behaviors of a group of students(Lapp & Flood, 1978, p. 575).

- Comprehension: the level of understanding or readability a person can attain in response to the combination of meaning and word symbols. Comprehension involves understanding of both oral and written language(Lapp & Flood, 1978,p. 761).
- Construct Validity: the extent to which particular explanations or concepts affect performance on the test(Lapp & Flood, 1978, p. 769).
- Critical Listening: the most complex kind of listening to teach or to learn. It implies the use of a highly conscious standard or criterion for evaluating spoken material while comprehending(Donoghue, 1977, p. 764).
- Grapheme: the written symbol of a particular sound(Donoghue, 1977, p. 764).
- Hearing: the process by which speech sounds in the form of sound waves are received and modified by the ear (Taylor, 1973, p. 6).
- Listening: the process of becoming aware of sound sequences. In listening to speech, the person first identifies the component's sound and then recognizes sound sequences as known words through the avenues of auditory analysis, mental reorganization, and/or association of meaning(Taylor, 1973, p. 6).
- Listening-reading Transfer Lesson: a two part lesson that shows students how to listen or read for a purpose. In the first part, the students listen and respond to the comprehension purpose set by the teacher. In the second part, the student reads and responds to the same comprehension purpose (Cunningham, 1975, p. 170).

- Phoneme: the smallest unit of speech, which distinguishes one sound from another (Lapp & Flood, 1978, p. 766).
- Reading: the process of perceiving, interpreting, and evaluating printed material. It is one of the four major tools of communication: listening, speaking, reading, and writing (Lapp & Flood, 1978, p. 490).
- Visual Discrimination: the ability to perceive similarities and differences in and to differentiate between geometric symbols or words and letters (Lapp & Flood, 1978, p. 770).

Review of Related Literature

Definition and Importance of Listening

In order to fully understand the difference between the act of hearing and the act of listening, it is necessary to define hearing and listening. According to Taylor (1973),

Hearing is used to designate the process by which speech sounds in the form of sound waves are received and modified by the ear. Listening refers to the process of becoming aware of sound sequences. In listening to speech, the person first identifies the component sounds and then recognizes sound sequences as known words through the avenues of auditory analysis, mental reorganization, and/or association of meaning(p. 6).

Webster's(1964) dictionary describes hearing as" the act or power of taking in sound through the ear" (p. 378) and listening as "the act of paying attention in order to hear" (p. 475). It should be noted that because a person is hearing what someone is saying does not mean that he is comprehending what is being said.

Listening, an act accepted by children and adults as

second nature, is rapidly becoming one of our newest and most intriguing educational frontiers. This is new territory for ninety percent of the listening research has been conducted since 1952. According to Taylor(1973), "As early as 1926, research had established that seventy percent of the average adult's working day was spent in verbal communication with forty-five percent of that total time spent in listening acts"(p. 3). Reading only occupied sixteen percent of the verbal communication among adults. In 1949, explorations of listening in the elementary classroom led to the discovery that 57.5 percent of class time was spent in listening. Recently, researchers have estimated that close to ninety percent of the class time in high schools and colleges is spent in listening to discussions and lectures. Research shows that listening is becoming increasingly important in our daily lives(Taylor, 1973, p. 3).

Despite the amount of time spent in listening each day, it can not be concluded that this time is spent efficiently. Most teachers of the primary grades are aware of students who can not discriminate well among the sounds of our language and who, therefore, can not take full advantage of instruction in phonetic analysis. The intermediate-grade teacher is familiar with students who can not follow directions without numerous repetitions and who can not listen analytically

or critically. While most of these students attempt to pay attention to the teacher, they are not equipped to manipulate the information they receive in order to retain it and use it. In one experiment in which selections were read to fourth-grade students and comprehension checks followed, only twenty-one percent to thirty-three percent of the content was retained(Taylor, 1973, p. 3-4).

Almost daily, one faces situations in which people half hear, ask for repetition of what is being said, or are unable to follow verbal directions competently or accurately. Research has shown that the average person will retain only fifty percent of what he hears, no matter how hard he is concentrating, and that two months later he can be expected to recall only half of that amount. This condition is not surprising when one considers the lack of instruction provided in listening, the absence of sequential developmental listening programs in most schools, and the inherent complexity of the listening act(Taylor, 1973,p. 4).

Educators are currently investigating the skill of listening and are finding some interesting facts. Nichols and Stevens(1983) state that "Listening is a skill. It can be improved through training and practice, just as reading, writing, and speaking." (p. 165). Listening instruction is presently being offered in at least twenty-two of our lead-

ing colleges and universities and in a number of private and public schools. Current interest among educators indicates that within a few years such instruction will spread throughout our entire educational system, becoming a basic part of modern curricula(Nichols & Stevens, 1983).

Presently, at the elementary level, listening is sometimes emphasized during a story hour when the teacher reads aloud to the class. Some days the teacher feels the intense involvement of the entire class as the students are all "ears", but, there are other days when the class simply is not listening. There are numerous reasons for this. Perhaps they did not eat breakfast, had an argument on the way to school or are daydreaming. Nevertheless, techniques are available to help students learn how to listen. One of the teacher's responsibilities is to provide directed listening experiences throughout the school year. Smith(1975) states, "A program of listening instruction is of prime importance especially in the elementary school"(p. vii).

For most elementary school children, listening is easier than reading, states Cunningham(1982). Young children have had more experience in listening to books being read to them than they have had reading books on

their own. When reading, students must identify not only meaning but also words. Doing both simultaneously is difficult at first and some students get so busy saying the words, they do not have much attention left over to think about what they are reading(Cunningham, 1982).

Although listening is usually easier than reading, most elementary students have much room for improvement in their listening comprehension, yet research and classroom instruction observation have confirmed that most teachers provide very little instruction in listening. Helping students to learn to listen for a variety of reasons has a motivational as well as instructional basis. As the teacher introduces a new item or helps students see a previously learned concept in a new light, he/she is opening up new vistas for the students. Discussing a new unit, learning about library books that have just arrived, listening to find out how a new learning station is to be used are all ways of getting students interested in school. Cunningham (1982) comments, "Research has confirmed that children can make great increases in their listening comprehension if they are taught what to listen for and how to listen carefully" (p. 486).

The Relationship of Listening and Reading

Educators are currently investigating the relationship between listening and reading. There have been many studies done recently and some interesting facts have been discovered about the relationship between listening and reading. According to Devine(1968), "The fact that reading and listening are related has long seemed apparent" (p. 346). The relationship between listening and reading has been explored on both the theoretical and the research levels for at least two decades. Devine(1968) states:

Investigators note that both kinds of behavior are related in that (a)both are concerned with the intake half of the communication process, (b)each seems to be a complex of related skills components, (c)the same higher mental processes seem to underlie both, (d)high correlations exist between test scores in reading and listening, and (e)the teaching of one seems to affect the other (p. 346).

Since some educators have agreed that listening and reading are interrelated, one assumption from this research is that the teaching of one area will result in the improvement of the other area. In both listening and reading

the receiver is the object of some message and is trying to construe its meaning. Obviously, the child who is unable to hear and distinguish sounds will most likely have difficulty in learning to read. A number of writers have pointed out the similarities between listening and reading and believe that reading is in essence transferred listening. Fries(as cited in Tuman, 1980) comments that learning to read is not a process of learning new or other language signals than those the student has already learned. The language signals are all the same. Carroll (as cited in Tuman, 1980) makes a similar point in saying the child must learn that printed words are signals for spoken words and that they have meaning analogous to those of spoken words.

Petty, Petty, and Becking(as cited in Tuman, 1980), state that since reading and listening are both receptive communication arts, the skills students have in listening provide a foundation in reading. The sequential development of reading skills corresponds fairly closely to that of listening skills. Thus, many activities useful in developing readiness for beginning reading instruction also help prepare students for specific listening lessons and activities they will meet later.

Lundsteen(as cited in Fletcher, 1981) defines listening

as a basic skill underlying language arts and notes that listening can enhance speaking, writing, and reading. She discovered in her studies that a child in need of remedial reading is also a child in need of remedial listening. Lundsteen cites discussions on auditory perception in reading which indicate that hearing difficulties may accompany reading difficulties.

According to Lundsteen(as cited in Fletcher, 1981), the five components of listening are; previous knowledge, material to be listened to, physiological activity of the listener, attention or concentration, and highly conscious intellectual activity. Many of these steps that Lundsteen cites apply as well to the reading process. All of the above studies have confirmed that there is a relationship between listening and reading. Most researchers agree that listening and reading are both receptive modes of communication and have similar components.

A question arises in the area of listening: does the skill of listening and the skill of reading share related components? Devine(1976) indicates that while there are differences between listening and reading, both are concerned with the intake-half of the communication process. He suggests that reading and listening for main ideas involve the same kind of operation. Devine also adds that

reading and listening are subskills in learning how to think and are reflections of the thinking process at the applied level. He recommends that reading and listening be taught together so that one skill reinforces the other.

A study done in Sydney, Australia by Spearritt(1979) examines the relationship between listening and reading. Spearritt acknowledges the fact that children begin to acquire listening and speaking skills before coming to school and reading and writing skills come after the commencement of school. He raises the question: Is the relationship among the four skills, reading, writing, speaking, and listening, relatively weak in the early years of primary education? In his studies, Spearritt(1979) measured reading comprehension, listening comprehension, written comprehension and spoken English with 900 students in grades three through six. Results from Spearritt's studies show that reading and listening are distinguishable skills for girls from grades three to five, but merge into a broader skill at grade six. For boys, reading and listening tests tend to define a broader receptive communication skill rather than separate factors. In general, reading and listening tend to strongly related for boys and girls.

It is in the area of assessment of language that

Spearritt's study has its most direct implications. The fact that the four communication skills, reading, listening, speaking, and writing, can be identified as separate skills from grade three to grade six, with merging between reading and listening comprehension, indicates that measures of each of the skills should be included in any overall assessment of language performance. Unless all four skills are measured, some aspects of student's language performance will be overlooked. The fact that the four skills can be identified as measuring different aspects of language does not mean that they should be treated as separate skills for teaching purposes; the same outcome could occur in an integrated curriculum (Spearritt, 1979). Results from Devine(1976) and Spearritt (1979) indicate that reading and listening do share common components and they recommended that both skills be taught in the language arts program.

Devine(1976) further examines the assumption that instruction in listening (or reading) affects pupil competence in reading (or listening). The theoretical basis for this assumption seems obvious to many researchers because reading and listening are both reflections of the language, or applied level of the same higher mental processes. Devine(1976) comments:

Recognizing a writer's main ideas and recognizing a speaker's main ideas are closely related to a postulated higher mental process; recognizing main ideas in discourse, just as identifying transitional elements in an article and identifying a speaker's transitional elements are related to a postulated higher mental process, identifying transitional elements in discourse (p. 346).

It has been implied in the literature that a teacher who develops in students the listening skill of distinguishing between a speaker's opinion and factual statements is also developing the related reading skill. This related skill is distinguishing between a writer's opinion and factual statements. Both skills seem to reflect the same higher mental process, distinguishing between fact and opinion (Devine, 1968).

Some recent research does not support the assumption that reading (or listening) instruction improves student's competence in listening (or reading). Hollingsworth (as cited in Devine, 1968), used two commercially-developed listening programs in a study involving 298 eighth grade students. After ten weeks of listening instruction, neither

of the two listening programs scored higher on standardized reading test than a matched group of controlled students. Reeves(as cited in Devine, 1968) gave thirty tape recorded lessons to 228 fourth grade students in a fifteen week period, and compared their pre- and post-treatment reading test with those of a matched group of 216 students. Reeves found that there were no significant differences between mean gain in reading, and concluded that listening training does not favorably affect reading achievement.

The above research does not invalidate the assumption that listening (or reading) instruction affects competence in reading (or listening). It is still not known whether instruction in specific listening skills affects the development of related reading skills. The second assumption on reading and listening to be re-examined is that listening and reading scores correlate highly. Reported coefficients of correlation have always been positive and high. For example, Ross(as cited in Devine, 1968) reported a coefficient of .74; Brown (as cited in Devine, 1968) found coefficients of .82, .76, and .77 at various grade levels, and Duker(as cited in Devine, 1968) reported an average coefficient of .57.

Duker(1965) collected the results of many early

studies of the relationship between reading and listening. He cites twenty-three major studies between 1926 and 1961, with correlations ranging from a low of .45 to a high of .70, with a mean of .57. From this data, Duker(1965) makes a suggestion: "Poor readers will not generally gain a great deal from aural instruction rather than reading and poor readers do not listen much better than they read". Stricht and others (as cited in Tuman, 1980) find the cognitive processes at work the same in both reading and listening, and therefore point out a high correlation between the two.

While the cumulative effect of such studies is to support the hypothesis that reading and listening involve basically the same skills, such a conclusion is not without its critics. Devine(1968) points out that reading and listening comprehension scores do not really correlate that highly. He contends that the standard listening comprehension tests often used in correlation studies test not listening, but overall verbal comprehension. In other words, they do not test what you do when you listen, other than understand.

Anderson and Baldauf(1963) analyzed the Sequential Test of Educational Progress: Listening Comprehension Test, Form Four, and concluded that heavy loadings in verbal communication suggested that achievement on the test may be a

matter of verbal communication and not listening. Kelly (1965) studied both the STEP Listening Comprehension Test and the Brown Carlson Listening Comprehension Test and concluded that the construct validity of each was questionable because neither test correlated significantly higher with the other except with reading and intelligence tests. If the two most widely-used tests of listening measure something other than listening, coefficients of correlation between reading and listening need to be reinterpreted (Devine, 1968).

Devine (1976) concludes from his studies:

It is still not known whether instruction in specific listening skills (e.g., listening for organizational patterns, listening to recognize inferences, listening to recognize a speaker's bias) affects the development of related reading skills (e.g., reading for organizational patterns, reading to recognize inferences, reading to recognize a writer's bias) (p. 348).

Devine determines from his research that teaching reading will not generally improve one's listening nor that teaching listening will improve one's reading. The major question remains, can auditory skills be taught, and if they can, do they produce gains in reading achievement?

According to Neuman(1981), a study was conducted in 1978 which was designed to answer the question, can auditory skills be taught? This study was conducted with 256 first graders with whom an auditory training program was used to measure growth in auditory skills. Posttest results did indeed show that the auditory training did produce superior growth in auditory skills. Unfortunately, these gains did not appear to transfer and produce more advanced reading achievement in the experimental group of students. Instead, the control group showed slightly greater increase in reading skills(Neuman, 1981).

Several studies have been conducted with results that contradict Neuman's assumption that teaching in listening does not result in the improvement in reading. Hoffman(as cited in Lemons & Moore, 1974), shows that fourth grade students given training in listening comprehension skills made significant gains in reading comprehension. These gains were in contrast to a control group of fourth graders who had not received the training in listening. In his Ph. D. dissertation, Lemons(1974), reports that training in listening appeared to significantly affect the development of the basic listening and reading skills of black fourth graders. It is evident that for every positive study that suggests instruction in listening (or

reading) improves reading (or listening), there is a study that suggests this is not true.

The question, can listening be taught?, still remains unanswered today. There have been many studies conducted that conclude that listening can be taught and in contrast there have been many studies that say listening can not be taught, but is a matter of intelligence. However, Fletcher (1981) advises:

Whether viewed as a special subject or integrated into the curriculum; the oral language skills of speaking and listening must be taught if the child is to develop the necessary competencies for learning, self-discovery, and communication with others (p. 223).

The key is for all teachers, particularly reading teachers, to focus on the general area of verbal competence. Students need to learn to give and receive messages, but, first they must learn that these messages themselves are interesting enough to expend the necessary effort (Tuman, 1980).

Goals and Objectives of Listening

According to Alder and Towne (1981), "It often appears that we have more to gain by speaking than by listening. A big advantage of speaking is that it gives you a chance to

control others' thoughts and feelings"(p. 219). While it is true that speaking has its advantages, it is important to realize that listening also has its advantages. Being an effective listener is one way to help others with their problems; and what better way is there to have others appreciate you? As for controlling others, it may be true that it is difficult to be persuasive while you are listening, but your willingness to listen to others will often leave them open to thinking about your ideas in return. Listening is often reciprocal; you get what you give(Alder & Towne, 1981).

Listening is the oldest and newest of the language arts. Since the establishment of compulsory education in many countries in the nineteenth century, elementary schools have traditionally been concerned with providing training in the skills of literacy, and, to some extent, of speaking. Today, interest in the teaching of listening appears to be gaining the momentum of a movement because the idea that everyone who can hear knows how to listen has been discredited(Donoghue, 1977).

In determining goals and objectives for listening, it is important to identify the kinds of listening. Although, as many as twenty-five different kinds of listening have been identified, basically there are only three types of listening: appreciative, attentive, and critical.

Kindergarten Auditory Skills for Clay County, Florida:

1. Arranges or orders objects in sequence from auditory stimulus.
- 2.. Recalls the number of common sounds heard.
3. Repeats a rhythm made by tapping or clapping.
4. Recalls a sequence of common sounds.
5. Orally recalls a sequence of sounds, pictures, letters, or words.
6. Repeats a sequence of four syllables.
7. Repeats a 12-14 word sentence.
8. Follow directions for a simple one to three step task (such as, "Stand up, turn around, sit down").

Kindergarten Perception/Discrimination Skills for Clay County:

1. Identifies sound as opposed to no sound.
2. Identifies the source of sound.
3. Identifies common sounds (such as dog barking, horn blowing).
4. Discriminates sounds with gross differences.
5. Discriminates sounds with minimal differences.
6. Auditorily discriminates gross differences in word pairs.
7. Develops awareness of rhyming words.
8. Identifies rhyming words given orally.
9. Discriminates objects, pictures, and words that rhyme.
10. Matches auditory stimulus to written symbol.

11. Matches letter to written letter.
12. Discriminates between like and unlike phonetic sounds (in initial, medial, and final positions).
13. Uses auditory blending to sound out a simple word.
14. Auditorily distinguishes up to three syllables.

Kindergarten Listening Skills for Clay County, Florida:

1. Understands the difference between hearing and listening.
2. Understands the importance of listening.
3. Attends to auditory stimulus for ten to fifteen minutes.
4. Responds to name.
5. Listens to and responds to oral questions.
6. Listens to and follows simple oral directions.
7. Identifies sounds in the environment.
8. Discriminates between sounds in the environment.
9. Distinguishes between loud-soft, far-near sounds.
10. Recognizes like and unlike sounds in the initial position (rhyming).



PUPIL PROGRESS RECORD

INSTRUCTIONAL MANAGEMENT SYSTEM

FOR

BASIC SKILLS

COMMUNICATIONS

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

NAME _____ SCHOOL # _____

PURPOSE

This record is designed for documenting the student's progress in learning the basic communication skills. Its use should facilitate instructional planning to assure that the student masters the skills needed to meet promotion requirements.

DIRECTIONS FOR RECORDING:

When instruction for the skill begins, enter the date in the first box in pencil.

When mastery of the skill is demonstrated, enter the date in the second box in pencil.

CORRELATION CODES: E - Essential Skills Tests M - Minimum Level Skills Test (Grade 7, Language Arts)

F358 - Florida State Assessment Program Tests (Grades 3, 5, 8)

S12...8 - Stanford Achievement Tests (Numbers indicate the grade the skill is tested on the SAT.)

GRADE K		GRADE K	
CATEGORIES) GENERAL READINESS <input type="checkbox"/> K.RR.1 Draw from Left to Right <input type="checkbox"/> K.RR.2 Copy Geometric Shapes/Patterns E <input type="checkbox"/> K.RR.3 Recite Numbers/Prescribed Pattern E <input type="checkbox"/> K.RR.4 Revisualize Words E <input type="checkbox"/> K.RR.5 Speak in a Complete Sentence of 5 or More Words <input type="checkbox"/> K.RR.6 Identify Front and Back of Book <input type="checkbox"/> K.RR.7 Turn Pages of Book Appropriately <input type="checkbox"/> K.RR.8 Touch Individual Words on a Printed Line VOCABULARY <input type="checkbox"/> K.V.1 Recognize Language Concepts E <input type="checkbox"/> K.V.2 Recognize Positional Vocabulary Concepts E <input type="checkbox"/> K.V.3 Name Familiar Objects <input type="checkbox"/> K.V.4 Name Body Parts <input type="checkbox"/> K.V.5 Name Colors-Red, Orange, Yellow, Blue, Green, Purple, Brown, Black, White (Circle to Indicate Mastery) WORD ANALYSIS <input type="checkbox"/> K.WA.1 Identify Rhyming Words/Pictured Objects E <input checked="" type="checkbox"/> K.WA.2 Discriminate Words Auditorily E <input type="checkbox"/> K.WA.3 Recite the Alphabet E <input type="checkbox"/> K.WA.4 Discriminate Words Visually E <input type="checkbox"/> K.WA.5 Recognize Upper Case Letters A B C D E F G H I J K L M N O P Q R S T U V W X Y Z (Circle to Indicate Mastery) E <input type="checkbox"/> K.WA.6 Recognize Lower Case Letters a b c d e f g h i j k l m n o p q r s t u v w x y z (Circle to Indicate Mastery) E		<input type="checkbox"/> K.WA.7 Match Upper and Lower Case Letters E <input type="checkbox"/> K.WA.8 Discriminate Beginning Sounds/Pictured Objects m, b, l, s, t, c, r, h, p, d (Circle to Indicate Mastery) E COMPREHENSION <input type="checkbox"/> K.C.1 Classify Pictured Objects E,F3 <input checked="" type="checkbox"/> K.C.2 Recall Details/Oral Sentences E <input type="checkbox"/> K.C.3 Identify Sequence/Pictures E,F3 <input checked="" type="checkbox"/> K.C.4 Identify Main Idea F3 <input checked="" type="checkbox"/> K.C.5 Follow Oral Directions E,F3 WRITING <input type="checkbox"/> K.W.1 Assemble an Inlaid Puzzle, 15-18 Pieces <input type="checkbox"/> K.W.2 Cut a 7" Circle Marked on a Card <input type="checkbox"/> K.W.3 Copy First Name E <input type="checkbox"/> K.W.4 Dictate Oral Sentences F3 GROSS MOTOR (Not Part of Promotional Requirements) <input type="checkbox"/> K.GM.1 Run in a Straight Line, 90 Feet in 12 Seconds <input type="checkbox"/> K.GM.2 Jump Forward and Backward, 3 Times Each <input type="checkbox"/> K.GM.3 Hop on Each Foot, 5 Times <input type="checkbox"/> K.GM.4 Walk the Balance Beam Heel to Toe, 6 Feet <input type="checkbox"/> K.GM.5 Catch an 8" Ball with Both Hands, Thrown from 10 feet <input type="checkbox"/> K.GM.6 Throw an 8" Ball with Both Hands, 15 Feet	

Methods of Teaching Listening

"Because learning is so dependent on listening and because students are not accomplished listeners, a developmental program is needed in most schools", comments Taylor (1973, p. 19). In instituting such a program, a number of factors must be considered. One such factor is to consider improving conditions that affect hearing. Certain steps can be taken to improve hearing conditions in the classroom such as keeping noise at the lowest level possible.

Taylor(1977) adds, "It is important to realize that the teacher should provide the majority of the listening climate"(p. 20). With this in mind, the teacher should carefully appraise the amount of time students are expected to listen during each school day. Most teachers are amazed to find that students are expected to listen during the major part of the day. A re-evaluation of teaching methods may lead to a greater variety of listening situations, including independent situations, pupil-team learning, and greater use of audio-visual approaches. In addition, teachers should be evaluated. Do they tend to be quite similar from subject to subject or week to week? Is the teacher's voice pleasant to listen to? Does it communicate enthusiasm and interest? By his own example, the teacher must

listen carefully and show the students that he thinks listening is important(Taylor, 1977).

According to Taylor(1977), "Most students have already formed certain attitudes toward listening as a result of experiences in school and at home"(p. 21). To many, listening means getting told, and this has not always been a pleasant experience. As a consequence, they often seek refuge in not listening. With students in the primary grades, changing the listening climate and providing activities that place importance on listening carefully and attentively will provide the desired changes in attitude (Taylor, 1977).

Although a certain amount of growth will result from attention to listening in daily instruction and an improved listening climate, greater growth will be achieved when a planned program of listening training is provided. Smith(1975) states:

Once a teacher realizes the need for a regular program, the teacher should consider these points: teachers tend to talk too much, children need to participate as both speakers and listeners, and helping children understand why they should listen is important(p.vii).

There are many methods and activities used for teaching listening. One type of listening method that a teacher can use is called the cloze procedure. Basically, the cloze procedure consists of presenting a passage, orally or written, in which several words are deleted, such as every sixth word. The task of the student is to supply the missing words. The cloze procedure has several unique features. First, the teacher does not need any specially prepared materials. Second, the student who is supplying reasonable answers to cloze must be paying attention. Third, oral participation with cloze not only helps poor readers improve their listening and reading but also provides them with an opportunity to become fully involved in the reading process. Until recently, most teaching and research using cloze has been with reading instruction. However, a recent study conducted by Kennedy and Weener (as cited in Pearson, 1982) presented cloze sentences orally. These researchers found that both listening and reading achievement improved significantly.

Another method used for teaching listening is a listening-reading transfer lesson. In a transfer lesson, the teacher presents a two part lesson that shows students how to listen or read for a particular comprehension purpose.

In the first part, the students listen and respond to the purpose set by the teacher. In the second part, the students read a new selection with the same comprehension purpose(Cunningham, 1975).

Many students have difficulty ordering the events in a story they have read. A listening-reading transfer lesson will help them. Cunningham(1975) states six steps in a listening-reading transfer lesson. They are:

1. Set the purpose for listening: 'Listen so that when I have finished reading, you can put the events of the story in the order in which they actually happened'.
2. Read a selection to the students.
3. Write the major events of the story on sentence strips and tape them to the board. Then the children physically rearrange them until they agree that the order is correct.
4. Give the children passages to read. Tell them that they will do the exact same thing in reading that they have just done with listening. They should have time to read and be able to put the events of the story in order.

5. As the children finish reading, give them a mimeographed sheet on which are written the main events of the story. They cut the sheet into strips and physically order the events.
6. The children share their ordering and the explanation for their orderings as a whole class or in small groups. (p. 170)

Listening transfer lessons can be used in much the same way with such skills as finding the main idea and making inferences. The choice of material to read should be short as the students will be listening intently. For a main idea lesson, the teacher may wish to read orally a portion of a story or one paragraph.

Three principles are crucial to successful listening-reading transfer lessons. The first is that the students are asked to do the same thing while reading that they did while listening. The second is that a purpose for listening needs to be set by the teacher. Finally, the teacher must get the students to explain how they arrived at a certain answer. Adhering to these areas, endless variations on the listening-reading transfer lesson are possible (Cunningham, 1975).

Teachers who do listening-reading transfer lessons with their students do them because (1) the children's listening ability shows marked improvement, (2) the children are able to devote all their attention to the common purpose set for listening and then find this task easier to do when they are reading and must divide their attention between words and meaning, and (3) many children who have never really understood that the goal of reading is to get meaning, suddenly, realize that they should try to do the same things while reading that they do while listening (Cunningham, 1982).

There are many principles of instruction in listening that a teacher can use in everyday activities. Russell and Russell (1979) include:

1. Listening activities go on constantly during students' everyday lives, at school and at home. They listen to one another and their teacher as part of normal interaction. They listen to films, tapes, stories, and poems. These ongoing activities can be structured so that students grow not only in understanding the topic, but, also in listening skills.
2. The teacher senses and utilizes the interrelationships within the language arts by designing experiences in listening. Listening activities can be involved in any subject such as art, math, reading, spelling, science, and social studies. Music is also a good time to present listening activities.
3. Meaningful activities that can provide opportunity for growth in listening skills include listening to directions or announcements, listening to stories, or listening

to films, filmstrips, or tapes. The teacher may ask the students to listen for a specific purpose such as listening for the main idea in a story, identifying factual content in a film, or listening to a commercial to determine if the sales pitch distorts the facts.

4. Since the listening sequence is receiving-processing-responding, listening should be structured so students can respond actively. After listening to a dramatization, students can identify things they like about the presentation. While watching a film, students can remember or write down interesting facts for later discussion. When listening to a story, students can sketch a picture to go with the story. It is important to remember that listening is usually more efficient if the ideas received are applied directly in some way(Russell, 1979).

Resources for Teaching Listening

A number of papers suggest resources to teach listening skills for students in the primary grades. Many resources can be purchased through the mail. Appendix A includes the addresses and costs of some of these materials. A "Listening Bibliography" by Schubach(as cited in Jolly,1980) includes approximately one-hundred resources related to listening and to listening skills at various educational levels. Featured are articles and books on such topics as teaching listening, listening and children, the development of listening comprehension tests and effective listening(Jolly, 1980).

The public schools of Pittsfield, Massachusetts have produced a document called Verbal Communication Competen-

cies, K-6. The document includes competencies for the students in grades kindergarten through sixth. It includes examples of activities, objectives, teacher directions, and references for further skill development. A table listing the grade level at which each listening objective should be introduced, developed, and mastered is included (Jolly, 1980).

The New York State Department of Education has published a language arts syllabus for elementary and secondary students and a series of packets of which the first (ED 132 594) is recommended to aid elementary teachers in teaching speaking and listening skills. The packet includes sample lesson plans, suggestions for activities and evaluations, reprints of articles, and a short bibliography. The primary goal of the materials is to spark ideas for listening. The New York State Department of Education has also produced a reading kit made up of resources. One of the packets, (ED 097 653), includes materials on basic skills and sample listening exercises with scoring devices to aid in the diagnosis of students' listening comprehension needs (Jolly, 1980).

The Northern Colorado Educational Board of Cooperative Services have published a series of booklets for teachers which incorporates ideas designed and tested by other teachers.

One booklet by Chase (Ed 103 899) includes listening skills activities for grades first through third. The booklet consists of activities for discriminating between sounds, listening for the main idea, listening for specific details, developing an awareness of speaker's attitudes and recognizing rhythm and rhythmic patterns(Jolly, 1980).

Crowell and Au (as cited in Jolly, 1980) proposed a method for developing listening comprehension in students. Their method involves creating questions appropriate to different levels of comprehension. Teachers can use the questions as a diagnostic device and as a way of helping students progress in listening comprehension skills. These resources are a sample of the research and instructional materials related to listening that can be found in the ERIC(Educational Resources Information Center) (Jolly, 1980).

Statement of Procedure

Basic needs for this project have been determined by the Clay County Language Arts Curriculum Guide which is used in Clay County, Florida. The Clay County Curriculum Guide lists specific objectives used for grades kindergarten through fifth. This project will be concerned with skills and objectives at the kindergarten level. Kindergarten objectives are divided into many skill categories which include: motor perception, verbal-non-verbal communication, comprehension, literature, study skills, memory perception, sequencing, discrimination, and listening. These skills are to be taught to kindergarten students so that they will be prepared to enter first grade.

In reviewing the Holt Basal Reading System, which is used in all kindergarten classes in Clay County, Florida, the previous skills mentioned, except for study skills and listening skills, are adequately covered. Many activities are presented to enable the students to accomplish the objectives in the Clay County Language Arts Curriculum. Since study skills can be taught through peer observation and teacher orientation to class rules and procedures, there appears to be a definite need for supplemental activities to aid in the teaching of listening skills.

Listening objectives for kindergarten in the Clay County Language Arts Curriculum Guide are divided into three skill areas: auditory, perception and discrimination, and listening. Since the Holt Basal Reading System consists of many activities for kindergarten in the area of auditory discrimination and auditory perception, this project will be mainly concerned with the ten specific objectives in the Clay County Language Arts Curriculum Guide under the skill area of listening. The objectives in the listening area are:

1. Understands the importance of hearing and listening.
2. Understands the difference of hearing and listening.
3. Attends to auditory stimuli for ten to fifteen minutes.
4. Responds to name.
5. Listens to and responds to oral questions.
6. Listens to and follows simple oral directions.
7. Identifies sounds in the environment.
8. Discriminates between sounds in the environment.
9. Distinguishes between loud-soft, far-near sounds.
10. Recognizes like and unlike sounds in the initial position(rhyming).

The activities in this program will be planned to be implemented over a period of six weeks at the beginning

of the school year. These activities will be grouped together according to the objectives that they fulfill from the Clay County Language Arts Curriculum Guide. The teacher will then be able to select at random activities that he/she feels is necessary for the students in his/her class. Some of the activities can be used for individual students as well as whole class participation. The goal of this program and study is to stress the importance of listening to the kindergarten teacher and to enable the kindergarten teacher to be exposed to a variety of listening activities appropriate for the kindergarten age group.

It is hoped that many of these activities will be used throughout the school year as daily routines in the classroom. These activities will enable the teacher to develop more effective listening skills in their students in a manner which is enjoyable and effective. It is also hoped that this program, or one similar to it, will be used in all kindergarten classes throughout Clay County as research shows that teaching listening skills to students is indeed important and beneficial.

Activities

Objective # 1

The student will understand the importance of hearing and listening.

1. Communication Circle

Listening activities can be presented as part of a general oral language time as children gather together in a semicircle group. Many primary teachers schedule "Communication Circle" when children first come to class. Opening exercises, attendance checking, readiness listening activities, and directions for daily work can take place at this time. The teacher can share stories by telling and reading, using a variety of visuals- flannelboards, pictures, and objects.

*L.A.T.T.G.-Listening Through the Grades by Russell

2. The Individual in the Group

During the day, the teacher should closely observe children to see whether they are responding well to conversations between peers and the teacher. Each child should be given a professional hearing examination. For students whose hearing seems to be normal but are having trouble distinguishing sounds, the teacher should provide extra work with differentiating among sounds and matching rhyming sounds.

*L.A.T.T.G.-Listening Through the Grades by Russell

3. Listening With a Purpose

Before reading a paragraph or selection, give the students one or more specific purposes. The purposes should include recall of facts, making interpretations, and evaluating information.

****L.-Listening by Taylor**

4. Classroom Rules

At the beginning of the school year, the teacher will discuss the rules of the classroom. Students must listen carefully to know what is expected of them.

5. Directions for Daily Work

The teacher instructs the students to put their listening ears on. He/she then proceeds to give directions for the students' daily work.

****L.-Listening by Taylor**

Objective # 2

The student will understand the difference of hearing and listening.

1. Listening for Irrelevancies

Directions: Here is a story about a boy named Kevin, who started out for school one morning. Listen carefully for one sentence that does not make sense. Remember the sentence and be able to tell it to me at the end of the story.

Story: Kevin had many things in his hands and pockets as he walked to school on Monday morning. His lunch money jingled in his pocket beside his three favorite marbles. In one hand, Kevin carried his Grandfather's house. In the other hand, he carried a box where he kept his pet frog, Tiny.

***L.A.B.-Listening Activity Book by Smith

2. Menu Announcer

Each morning the teacher will read the menu for lunch. The teacher will then choose a child to repeat the menu to the class before leaving for lunch to see if the students were listening carefully.

***L.A.B.-Listening Activity Book by Smith

3. Crossing the Road

The road is the front of the classroom. One child is selected to "cross the road". The other children sit with their eyes closed and heads on their desks. The leader chooses to either hop, walk, run, jump, or skip across the road. When he has crossed the road, the children try to guess how the leader crossed the road. The first student who guesses correctly is the leader.

Objective # 3

The student will attend to auditory stimuli for ten to fifteen minutes.

1. Listening to Records

Students are directed to listen carefully to stories on records and answer questions about the story. Some recommended records are-

The Three Little Pigs

Goldilocks and the Three Bears

The Three Billy Goats Gruff

The Gingerbread Man

2. Storytime

The teacher presents an interesting story to the class. As the story is read, each child selects a character to describe. Children listen carefully for clues which tell about the character. After the story, each child is given a short time to plan a character sketch which will be presented orally to the class. Children listen and try to guess the character described.

3. Telling Back

The teacher reads a story to the class. Students retell it to the teacher. The story retold can be written on a language experience chart by the teacher.

4. Listening Station Tapes

On the tape, the teacher reads a short story or paragraph. At the end of the reading, questions are asked by the teacher and the students respond.

5. Story Endings

Read a story to the students of more than ten minutes but leave off the ending. Ask the students to guess what will happen at the end of the story. Allow several children to answer.

6. Story Tasks

The teacher reads a story and then asks the students to perform certain tasks related to the story. For example-

1. Answer questions about who did what in the story.
2. Act out your favorite part of the story.
3. List the events in the story.
4. Illustrate something about the story that you especially liked.
5. Describe a character in the story.

Objective # 4

The student will respond to his/her name.

1. Attendance Check

The teacher will call out the students' names in the morning to check for attendance. The students will respond by raising their hand when they hear their name called.

2. Lining Up

The students will line up at the door quietly when the teacher directs them to by calling out the names of students one at a time.

3. Lunch Time

Before lunch, the teacher calls out the names of the students and they respond by getting their lunchbox, money, or lunch ticket.

4. Circle Time

At Circle Time, the teacher allows the students to come to the circle when they hear their name called.

5. Story Time

During a story, the students respond to questions about the story when the teacher calls their name after asking a question.

6. Helpers

Students are chosen as helpers during the day if they are sitting quietly and then respond to their name when the teacher calls it.

7. Sharing

During Sharing, the students are called on by their name and may share when they hear their name called by the teacher.

Objective # 5

The student will listen to and respond to oral questions.

1. Listening to Focus on Facts

Directions: Today we have a short story about tall trees called sequoias. Listen carefully to the story and be able to tell me how big one log of a sequoia can be.

Story: In the western part of our country there are vast forests. In these forests grow some giant trees called sequoias. These trees are tall and very big around. In fact, one of these trees may be as big as a room in your house. One log makes a heavy load for a truck. Often just one log has wood enough to build five or six houses. The sequoias are hundreds of years old. They started growing long before towns and cities were built in the West.

***L.A.B.-Listening Activity Book by Smith

2. Listening for Details

Directions: Listen carefully while I read a story to you about a girl named Vicky. Vicky wants to buy a kite so listen carefully to find out what color kite Vicky bought.

Story: It was a windy March day, and Vicky was very excited about buying a kite. She had saved her money, and now she was standing in the game and hobby shop looking over the kites. She had been in the shop many

times, and she thought she knew which kite she wanted. That big red box kite was great, but it cost too much money. There were two other kites, one green and one red, but they looked too hard for her to put together without a lot of help. Vicky had seen a yellow kite that looked fairly easy to put together. She looked at this kite again. She had saved enough money to buy this kite, so she bought the last one that she saw. Vicky knew this one would be a good flying kite.

***L.A.B.-Listening Activity Book

3. Listening to Make Inferences

Directions: Here is a color riddle. Listen carefully as I read the riddle, because you need to do a lot of remembering. Try to guess what color I am.

Riddle: I am not green like the grass, and I am not like the round, juicy fruit we eat. I am not blue, either. My name is not yellow, and it is not black, and I am not white. Please help me. What color am I? red

***L.A.B.-Listening Activity Book

4. Making Inferences

Directions: Today we have a short story about a boy named Cisco. Listen to find out if the time is day or night and if the season is winter or summer.

Story: The clock on the town hall struck four. Cisco tugged at his jacket and zipped up the front. The wind was getting colder. The side door opened and Mrs. Walters came out. She said, "Cisco, finish your work as quickly as you can. It is getting dark already, and it is supposed to snow tonight."

***L.A.B.-Listening Activity Book

5. Listening for Details in a Story

Directions: Today we will hear a short story about a girl named Lisa. Listen carefully and be able to tell me what color Lisa's mittens were.

Story: Lisa lost her mittens at school. Her teacher asked her to describe her mittens to the rest of the boys and girls in the class. This is what Lisa said: "I lost my mittens yesterday. I think I left them on the playground after morning recess. My aunt made them for me and gave them to me for my birthday. The mittens are green, and they are a little big for me because my aunt said that I would probably grow a lot this year. If you find them, let me know."

***L.A.B.-Listening Activity Book

Objective # 6

The student will listen to and follow simple oral directions.

1. Final Sounds

To develop auditory perception of the consonant /k/ as an ending sound, pronounce the words "make", "work", "look", and "cake" and call attention to their auditory similarity. Ask the pupils to clap when they hear a word that ends with the same sound as "make" and "look" as you say, "Stop, book, get, work, Dick, pick, said, fork." This activity can be done with any final sound that the students have mastered.

*L.A.T.T.G.-Listening Aids Through the Grades

2. Numbers and Letters

As children gain ability to reproduce numbers and letters on paper, the teacher can provide practice in writing through a listening activity that stresses following directions. Each child is given a blank sheet of paper and a set of colored crayons. To start, the teacher gives three or four simple directions such as "Draw a red number one near the top of your paper. Write a capital E with your green crayon. Put it on the right side of your paper. Write an orange lower-case s in the middle of your paper." This activity reinforces color concepts as well as numbers and letters.

*L.A.T.T.G.- Listening Aids Through the Grades

3. Story Sounds

Children will enjoy making animal sounds on cue as the teacher reads or tells a story. The teacher should read the story once and then the second time around the children should be encouraged to listen for animal names. When the teacher says the name of an animal, the children chorus the sound that the animal makes. Stories good for this activity include, "Henny Penny," "The Bremen Town Musicians," and "The Old Woman and Her Pig." All are found in the Anthology of Children's Literature by Johnson, Sickels, Sayers, and Horovitz (Houghton Mifflin, 1977).

*L.A.T.T.G.-Listening Aids Through the Grades

4. Up and Down

A leader is selected who calls out "Up," "Down," or "Middle." Players point up when that word is called, point down when "down" is announced, and hold arms waist high at "middle." Students must listen carefully to make an immediate and accurate response. Any other prepositions can be substituted in this game: over, under, in, out, by, etc. By reacting this way, children further understand relational concepts as well as gain opportunities to respond to oral directions.

*L.A.T.T.G.-Listening Aids Through the Grades

5. A Story Drawing

After children have listened to a story, have them draw with crayons the part of the story that they liked best. Directions for this activity are simply, "Let's listen to this story to pick out our favorite part." After the children have listened and drawn, they share their pictures with the class.

6. You Must

This game is a variation of "Simon Says." The students form a circle. A leader stands in the center to give directions. Whenever directions are introduced with "You must," players in the circle follow them. If a direction is given without "You must," the students are to ignore it. Students who follow directions that were not prefaced by "You must" are out of the game. Directions might be like these:

You must walk forward two steps.

You must hop up three times on one foot.

Bend Forward.

You must turn completely around.

*L.A.T.T.G.-Listening Aids Through the Grades

7. Following Directions

Using prepared worksheets, have students follow directions such as "Put an X on . . .," "Circle . . .," "Cross out . . .," "Underline . . .," etc.

8. Cutting and Folding

Have the children play games involving the cutting and folding of paper, drawing, or writing according to oral directions.

9. Pairing Words with Symbols

Some kindergarten children learn words by sight. They learn words by recognizing the shape of them. One way to encourage this is to play a matching game. The teacher gives directions such as, "Match the number one with the word card one. Match the green crayon with the word card green."

*L.A.T.T.G.- Listening Aids Through the Grades

Objective # 7

The student will identify sounds in the environment.

1. Directing and Maintaining Attention

Have the students close their eyes and listen for a number of seconds. Ask them to talk about every different sound that they heard during that time.

2. What Do You Hear?

During a period of the day such as recess, lunch, or sitting in the classroom, the teacher may say, "Let's sit as quietly as we can. Now what different sounds do you hear?" At another time the teacher may say, "I hear the sound of a clock. Can you make that sound?" or "I hear a car horn. Try to make that sound." Children who have difficulty in perceiving sounds can practice at home by listening for unusual sounds and identifying them.

*L.A.T.T.G.- Listening Aids Through the Grades

3. Who Am I?

One child stands at the front of the class and turns his back to the other students, while closing his eyes. The teacher points to a child who then calls out, "Who am I?" If the listener, who is at the front of the room, recognizes the caller he answers, "I hear Karen," or "I hear Steve." If the listener cannot identify the speaker in

three guesses, he or she sits down, and another child becomes the listener.

*L.A.T.T.G.- Listening Aids Through the Grades

4. Who Has the Bell

One child is selected to be the listener who stands in the front of the room with his/her back turned. The leader moves quietly around the room with a bell and places it in the lap of a player. The leader then goes to the front of the room and says, "Ring the bell. Who has the bell?" The child with the bell rings it and says something about an object in the classroom. The listener has three guesses to identify the speaker by name and to identify the object being described. If guessed correctly, the listener becomes the leader, and the bell ringer becomes the next listener. If the listener does not guess correctly, another listener is chosen by selecting a name at random.

*L.A.T.T.G.- Listening Aids Through the Grades

5. Environment Sounds

The teacher makes a tape of sounds in the environment that children will recognize when hearing. The teacher plays the tape and asks the students to identify the sounds that they hear. Some examples are-a telephone ringing, a horn blowing, water running, and a doorbell.

Objective # 8

The student will discriminate between sounds in the environment.

1. What is It?

The teacher asks the children to close their eyes and then makes a series of familiar sounds. The children identify each: crushing of paper, knocking on the door, tapping a glass, tapping a desk with a pencil, writing on the chalkboard, clapping hands, whistling, running water, or dropping a book. One of the children may contribute a sound, while the others try to guess what the object is.

*L.A.T.T.G.-Listening Aids Through the Grades

2. Little Tommy Tittlemouse

The teacher selects one child (Rhoda) who hides her eyes while the rest of the children and the teacher say:

Little Tommy Tittlemouse

Lives in a little house.

The teacher then points to a second child who tiptoes over behind Rhoda and taps on the wall or a desk as the children say,

Someone is knocking,

Oh me! Oh my!

Someone is saying,

Then the second child says,

It is I!

Rhoda is allowed three guesses to tell who is knocking at the door. If she guesses right, she may continue to be "Tommy Tittlemouse," but if she fails, the child who said, "It is I," takes her place.

*L.A.T.T.G.-Listening Aids Through the Grades

3. How Do You Do?

One child(Tom) is chosen to stand in front of the classroom, back to the group. The teacher motions to another child(Wendy) to come forward. As Wendy approaches the standing child, she says, "How do you do, Tom." Tom, without turning his head, says, "How do you do, Wendy." If he does not identify the speaker correctly, the greeting is repeated. If he still does not guess correctly, Wendy takes his place as guesser. He continues to be the guesser as long as he makes the correct identification. Holiday greetings such as "Happy Valentine's Day" or "Happy Halloween" may be used instead of "How do you do."

*L.A.T.T.G.-Listening Aids Through the Grades

Objective # 9

The student will distinguish between loud-soft, far-near sounds.

1. Near or Far?

Children attempt to discriminate between sounds that are near and those far away. If a siren or a moving vehicle is heard in the distance, the teacher may call attention to the way the sound changes as it comes near and fades away as it goes further away. The same question may be asked about trucks, a train, a child running, and so forth.

*L.A.T.T.G.-Listening Aids Through the Grades

2. High or Low?

The ability to discriminate between high and low pitches should be developed. The teacher may play two notes on a piano or other instrument and ask, "Which was the high note?" or "Which was the low note?" Many games based on "high or low" can be devised, using a song melody or any series of notes, with the children responding by indicating which one is the higher or lower note. Such response can be in unison.

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3. Loud or Soft

Ask children to identify familiar sounds that are very loud and others that are very soft: the bang of a hammer and a light tap, a shrill whistle and a whisper, a shout and a conversational tone. The teacher may ask the students to produce the sounds. For example:

Make the sound of a big bell.

Make the sound of a small bell.

Make the sound of a big dog.

Make the sound of a small dog.

Make the sound of a loud machine.

Make the sound of a quiet machine.

4. A Picture of Sounds

A teacher can stretch children's imagination by asking them what a loud sound, a quiet sound, a low sound, or a distant sound looks like. Children can voice their opinions and then draw their impressions on paper. Allow the children to use bright colors and encourage being imaginative.

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5. High or Low

The teacher strikes a note on the piano, for example, middle C, and follows it with C an octave higher. When the second note is higher than the first, the children

stretch their hands above their heads. When the second note is lower than the first, they reach toward the floor.

Objective # 10

The student will recognize like and unlike sounds in the initial position(rhyming).

1. Nursery Rhymes

Familiar nursery rhymes will give fun in recognizing rhyming sounds. The teacher starts by saying, "Let's listen to see if you hear any words that rhyme with tall in this verse."

Humpty Dumpty sat on the wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty Dumpty together again.

The teacher may ask too, "What word ends the same way as Humpty?" Many rhymes are adaptable to this kind of activity.

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2. Riddle Rhyme

A leader stands in front of the class and says, "I am thinking of something that rhymes with 'hall.' It is round. We can play with it. What am I thinking of?" The player who guesses correctly has the turn as the leader.

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3. Which Two Rhyme?

Listening for words that rhyme may be encouraged by asking the children to choose the two words that rhyme in a group of three. The teacher says, "This is a rhyming game. I shall say three words. Two of them rhyme-they sound alike. One is different. It does not rhyme." The following word groups are examples that can be used:

tell, honk, sell	bee, see, tall
man, can, toy	hall, tie, wall
hall, ride, ball	bear, pear, rode
boy, joy, hope	cat, walk, hat
moon, soon, hard	bed, red, hop

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4. We Sound Alike

Teachers may interest children in rhyming words by making two-line jingles about familiar things or people. They may ask, "Do you hear the words that sound alike in this jingle?" Here are some jingles:

Ken always likes to stop
And look at the pet shop.

The big old toad
Hopped along the road.

John gave his toy
To a smaller boy.

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5. Same and Different

Say to the class, "I will say three words to you; two of the words rhyme, but one is as different as can be. Listen carefully so that you can tell me the two words that sound alike, or rhyme. The words are 'me-tree-run.' What words rhyme?" Allow several seconds for children to respond. Here are some examples of groups of words:

me, but, she	red, said, wet
mew, new, or	guess, did, yes
my, at, eye	away, play, my
ball, wall, toy	cake, for, make
way, has, play	hide, ride, white

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6. Finish the Rhyme

The teacher gives the children a rhyming couplet but omits the last word. The children are asked to supply the rhyming word. For example:

Farmer Day	Grocer Ted
cut the _____.	sold the _____.
Walker Bill	Ms. Brown
climbed the _____	went to _____.

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Conclusions

This program was planned for the purpose of helping young children at the kindergarten level understand the importance of listening and to realize that everyone's listening skills can be improved. Activities were included to provide children with the opportunity to practice their listening skills. These activities were geared toward the kindergarten level but could be used in the first grade level also.

Research indicates that listening and reading are interrelated and should therefore be taught to children. Increased attention should be given to teacher's training for developing students' listening skills in the classroom. Teachers need to be aware of the importance of listening and should demonstrate to their students that listening is important by being a role model. The teacher should be an active participant in the activities on listening and should encourage and motivate his/her students to be a better listener.

It is hoped that the implementation of this program will help children to see the importance of listening in their daily lives. This program was evaluated by two kindergarten teachers who agreed that the program was motivating, useful to them as teachers, and effective in the improvement of listening in their students.

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Appendix A

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Reviewer's name Norma Farnell School Grove Park Title Kdg teacher Grade K

77.

Criteria

Rating

Comments

The material is:

1. of professional quality
2. easily readable
3. organized for effective use
4. follows a planned scope and sequence
5. likely to be used widely by teachers
6. complete and easy to use

	Low	High		
	1	2	3	4 5
	1	2	3	4 5
	1	2	3	4 5
	1	2	3	4 5
	1	2	3	4 5
	1	2	3	4 5

The material was very effective in increasing listening skills. The children really enjoyed the activities, also!

The activities are:

1. motivating
2. comprehensive
3. correlated well with Holt
4. easy to construct
5. relevant
6. useful

	1	2	3	4 5
	1	2	3	4 5
	1	2	3	4 5
	1	2	3	4 5
	1	2	3	4 5
	1	2	3	4 5

Overall Rating of the Handbook

1 2 3 4 5 4.5

Reviewer's name Jane B. Holland School Grove Park Title Teacher Grade K

Criteria

Rating

Comments

The material is:

Low High

- 1. of professional quality 1 2 3 4 (5)
- 2. easily readable 1 2 3 4 (5)
- 3. organized for effective use 1 2 3 (4) 5
- 4. follows a planned scope and sequence 1 2 3 4 (5)
- 5. likely to be used widely by teachers 1 2 3 4 (5)
- 6. complete and easy to use 1 2 3 (4) 5

The children thoroughly enjoyed the rhyming activities. They (activities) made this skill fun. This was excellent supplementary material.

The activities are:

- 1. motivating 1 2 3 4 (5)
- 2. comprehensive 1 2 3 4 (5)
- 3. correlated well with Holt 1 2 3 4 (5)
- 4. easy to construct 1 2 3 (4) 5
- 5. relevant 1 2 3 4 (5)
- 6. useful 1 2 3 4 (5)

Overall Rating of the Handbook

1 2 3 4 (5)